

## Traditions, Grade 4 Anthology

Houghton Mifflin Company

Copyright - 2006

ISBN - 0-618-61940-2

Edition - first

Grade Level	Fourth Grade
Readability Level	4.28 Harris-Jacobsen 1974
Course / Content	Reading
List Price:	67.96
Wholesale Price	50.969999999999999

*The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.*

Content	Houghton Mifflin Reading is a fully integrated reading and language arts program for grades Kindergarten through 6. It is based on a solid foundation of scientific research, with systematic instruction in reading, writing, grammar, and spelling and a variety of resources to ensure success for all students. This new integrated reading/language arts program features explicit skill lessons for core instruction organized in a clear instructional pathway with differentiated, scaffolded instructional opportunities to meet individual needs. Instruction is supported by outstanding award-winning literature and decodable text that provides a balance of fiction and non-fiction reading opportunities. The program is linked to a comprehensive assessment system, built-in staff development, and integrated technology.
Student Experiences	Throughout Houghton Mifflin Reading students learn through large whole group, small group and independent instructional opportunities. A scaffolded range of instructional ideas provides students with explicit, systematic instruction in Reading, Word Work, and Writing and Oral Language. Throughout the program students are met at their own level by taking part in varied lessons and activities in phonemic awareness, phonics, high-frequency word development, reading strategies, comprehension skills, information/study skills, decoding longer words, spelling (correlated with phonics and structural analysis), vocabulary skills and expansion, grammar, writing process and modes, listening, speaking, and viewing. Students have access to self-evaluation rubrics to use as guides in their own revision of writing and reading. Assessments, placement, and screening tools are available both electronically and in written format.
Assessment	A comprehensive assessment system, consisting of Diagnosis and Planning, Ongoing Assessment, Test Preparation, and Periodic Progress Monitoring, establishes benchmarks and helps teachers monitor progress, customize instruction, and prepare students for state and standardized tests. Specifically, Houghton Mifflin Reading contains multiple assessment tools to assist teachers in evaluating student progress and determining instructional needs. Screening Assessments are administered to determine which children are at risk for reading difficulty and who will need additional intervention. Diagnostic Assessments help teachers plan instruction by providing in-depth information about student's skills and instructional needs. Progress Monitoring Assessments determine if students are making adequate progress or need more intervention to achieve grade level outcomes. Formal and Informal Ongoing Assessment tools within the program support teachers and students. Weekly quizzes are located in the Teacher's Resource Book. End of Theme Assessment includes a multiple choice Theme Skills Test or a combination of short responses and multiple choice in the Integrated Theme Test. Oral reading checks linked to the Leveled Readers can be administered as desired to monitor reading rates and accuracy. Students have access to self-evaluation rubrics to use as guides in their own revision of writing and reading.

	Assessments, placement, and screening tools are available both electronically and in written format.
Organization	<p>Explicit, systematic instruction in Reading, Word Work, and Writing and Oral Language comprises lessons in phonemic awareness, phonics, high-frequency words, reading strategies, comprehension skills, information/study skills, decoding longer words, spelling (correlated with phonics and structural analysis), vocabulary skills and expansion, grammar, writing process and modes, listening, speaking, and viewing. Tested skills are introduced and periodically reviewed according to a carefully constructed, researched-based scope and sequence for each grade and across the program. Teacher's Editions, conveniently bound by individual themes, provide clearly laid-out lesson plans with a consistent Teach/Practice/Apply organization. Suggested Daily Routines offer five-day plans throughout the program. The Kindergarten through Grade 2 Teacher's Editions are arranged by daily plans. Adaptions to meet individual needs and provide universal access include provisions for Extra Support, English Language Learners, Reteaching, Challenge, and Extension.</p> <p>The literature is organized by themes and includes a wide variety of texts for different instructional purposes. Teacher Read Aloud selections, engaging trade book literature, appealing decodable texts that provide the opportunity to apply phonics skills and high-frequency words, informational texts that integrate the content areas, and leveled books that support comprehension and develop fluency all combine to accommodate the range of abilities in any classroom. Student anthologies include special features designed to build support for and to expand upon each main literature selection. Get Set selections build vocabulary and background. Responding pages support comprehension. Content Area Links integrate cross-curricular material. Focus On genre study sections between themes provide in-depth explorations of specific literary genres. Other features, such as Student Writing Models and Taking Tests (test preparation), enhance the students' language arts experience.</p> <p>Integrated technology helps teachers and students access, process, and create information, and provides instruction and practice, extension opportunities, assessment, and staff development. With interactive background building and vocabulary development activities, the Get Set for Reading CD-ROM helps students access the literature in each theme. The Lesson Planner CD-ROM enables teachers to easily prepare and customize their lesson plans. Education Place«, referenced in the student books, provides free online program support and extension activities for students, teachers, and parents.</p>
Resource Materials	Teacher Editions (K-6), Teacher's Resource Kit (Practice Book Teacher's Annotated Edition, Home/Community Connections, Teacher's Assessment Handbook, Instructional Activities for Challenge, Teacher's Resource Blackline Masters, Vocabulary/Spelling Word Cards)
Gratis Items to be provided and under what conditions	Upon the purchase of the Kindergarten Kit for Kindergarten and a classroom set of the Houghton Mifflin Reading anthologies for Grades 1-6, Houghton Mifflin will provide the following materials at no charge for the first year of the adoption, upon request
Available Ancillary Materials	<p>On My Way Library Set Kindergarten \$ 75.00 Grade One \$ 225.00 Grade Two \$ 62.10</p> <p>Classroom Intervention Kit, Kindergarten-Grade 6 \$ 312.00</p> <p>Theme Skills Test Blackline Masters and Teacher Annotated Edition, Kindergarten \$ 150.00</p> <p>Kentucky SATT Test Blackline</p>

#### **Research Data and Evidence of Effectiveness**

*Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.*

Research Available	<p><b>YES</b> - provide information below</p> <p>Since 1997, when the company participated in the NICHD Early Intervention Project Study, Houghton Mifflin has been committed to evaluating the effectiveness of its</p>
--------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

reading programs. Houghton Mifflin offers a comprehensive body of scientific research that includes both independent, quasi-experimental national effect size studies and pre-post comparison case studies. Three large-scale, quasi-experimental studies conducted by independent researchers and one case study (summarized below) have shown Houghton Mifflin Reading to be effective in improving student achievement in a variety of districts and student populations.

Abt Associates conducted one of the quasi-experimental studies, An Independent Two-Year Study of the Effectiveness of Houghton Mifflin Reading, that examined ITBS reading scores for students in grades 1-3 from 10 Chicago public schools-5 using Houghton Mifflin Reading and 5 using other reading programs-over a two-year period. Findings show that after two years of using Houghton Mifflin Reading a cohort of third-grade students made statistically significant gains in vocabulary as measured by the ITBS while the comparison students did not.

An Analysis of the Effects of Using Houghton Mifflin Reading on Reading Test Scores in Chicago Public School, conducted by EDSTAR, was another study designed to determine the effects of Houghton Mifflin Reading on student reading achievement in Chicago public schools-this time over a four-year period (1998-2001). Using reading scores from the ITBS, researchers compared the performance of students in grades 3-6 at 64 elementary schools using Houghton Mifflin Reading to 62 comparison schools matched on demographics and prior reading achievement but using other reading programs. This study shows that in the majority of cases where there was a difference in performance between Houghton Mifflin schools and their matched comparison schools, Houghton Mifflin schools had higher achievement than their comparison schools.

The third study, An Evaluation of Houghton Mifflin Reading in California, was conducted by Sheffield Research to evaluate the impact of Houghton Mifflin Reading in California school districts. The study examined the performance of students from grades 2-5 on the state's criterion-referenced test, the California Standards Test (CST), and norm-referenced California Achievement Test (CAT/6) for 36 districts-18 using Houghton Mifflin Reading and 18 using other reading programs-from 2002 to 2003. The study found that students in the Houghton Mifflin districts made greater gains than students in the comparison districts on both the CST and the CAT/6 after using Houghton Mifflin Reading for one year.

An Evaluation of Reading Test Performance Before and After Implementation of Houghton Mifflin Reading in Two Colorado Districts is a case study that not only provides evidence of the program's effectiveness in school districts similar to those in Kentucky but also corroborates the findings of the three quasi-experimental studies previously presented. This study examines the reading achievement of fifth grade students on the Colorado Student Assessment Program (CSAP) in two rural Colorado districts using Houghton Mifflin Reading. First-year results not only show gains in student performance for the two districts following the implementation of Houghton Mifflin Reading, but also show that these districts had larger gains than the state as a whole for the same time period (2003 to 2004).

#### Evidence:

An Independent Two-Year Study of the Effectiveness of Houghton Mifflin Reading

¶ After using the HMR/ALL program for one year, a cohort of third grade students made statistically significant gains in vocabulary skills as measured by the ITBS. The HMR/ALL students made gains over the course of a school year that would be expected for the average student, while the comparison students did not.

¶ After using the HMR/ALL program for two years, the gains were even greater for a second cohort of third grade students. Again, the HMR/ALL students kept pace with the test publisher's expectations for growth, while the comparison students did not.

¶ The significant difference in gain scores in vocabulary favoring HMR/ALL students and the corresponding effect size suggest that there are educationally meaningful differences in growth in achievement in vocabulary between HMR/ALL students and students using the other reading programs.

#### An Analysis of the Effects of Using Houghton Mifflin Reading on Reading Test Scores in Chicago Public School

¶ In schools using the Houghton Mifflin reading programs, the percentage of students scoring at or above national norms increased during the first year the program was implemented (implementation years varied from 1998 to 2001).

¶ When comparing results from the year before implementation with 2002 results, gains in Houghton Mifflin schools were apparent for each year the program was implemented (1998, 1999, 2000 or 2001).

¶ The gains in Houghton Mifflin schools were greater than for the City of Chicago district as a whole for three of the four years examined.

¶ In schools that are greater than 90% Hispanic, schools using a Houghton Mifflin reading program obtained statistically significantly higher reading scores than comparable schools using other programs.

#### An Evaluation of Houghton Mifflin Reading in California 2002-2003

¶ Looking at the results overall, students in Houghton Mifflin Reading (HMR) user districts had significantly higher gains ( $p < .05$ ) than students in comparison districts using other reading programs, a 5.8 point-gain for HMR students versus a 5-point gain for comparison district students.

¶ Houghton Mifflin second- and fourth-grade students who were economically disadvantaged or from high multicultural districts demonstrated significantly greater reading and language achievement than did their comparison district counterparts, a 6.5 gain for HMR students versus a 6-point gain for comparison district students.

¶ In 2002, before HMR was adopted, special education students from HMR districts were performing at lower levels than those from comparison districts. After one year of HMR implementation, however, this trend was reversed, with HMR students scoring higher than comparison students, a 5.8-point gain for HMR special education students versus a 2.7-point gain for comparison district special education students.

#### An Evaluation of Reading Test Performance Before and After Implementation of Houghton Mifflin Reading in Two Colorado Districts

¶ Following the implementation of Houghton Mifflin Reading, Grade 5 student CSAP reading scores in Gilpin County School District increased by 5 points, outpacing the state's gain of 3 points in the same time period: 2003 to 2004.

¶ After one year of using Houghton Mifflin Reading, Montrose students experienced a larger gain (4 points) than those in the state as a whole (3 points).

---

#### Overall Strength and/or Weaknesses

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

#### Recommendations:

I reviewed this anthology with information from the teacher manuals and ancillary materials that support the anthology. This is a comprehensive reading program covering reading skills and strategies prescribed by our Core Content and Program of Studies. Literature included in the anthology is diverse in characters, setting ( including rural) and genre. There are many suggestions and materials for diverse learners. Students would have access to core content and also could be provided remediation or acceleration. The Kentucky Core Content Aligned Assessment book is an excellent piece that fits with how

our students are assessed. The problem I see is the lack of organization of the reading strategies. Even though a strategy and skill are listed as the one students are to focus on, each selection has several strategies and I felt the focus was lost in the anthology. Strategies are repeated in later passages. The strategy is continued in the extra support, on level, above level and English Language Learners books. This would help to keep students focused on the individual strategy being taught.

#### **Summary Form**

I.	Technology Component Summary	0.00
II.	Reading Content Summary <i>excellent literature, diverse</i>	1.79
III.	Writing Content Summary	
IV.	Grammar and Spelling Content Summary	
V.	Listening /Speaking / Observing Content Summary	
VI.	Inquiry Content Summary	
VII.	Technology Content Summary	
VIII.	Audience: Teacher Materials Content Summary <i>organized</i> <i>very big and bulky</i>	1.75
IX.	Audience : Student Materials Content Summary	1.67
X.	Format Content Summary <i>large and heavy student book</i>	1.71
XI.	Ancillary Materials Content Summary <i>many materials to work with diverse learners</i>	2.00

#### **READING CONTENT**

#### **WRITING CONTENT**

#### **GRAMMAR AND SPELLING**

#### **LISTENING / SPEAKING / OBSERVING**

#### **INQUIRY**

#### **TECHNOLOGY CONTENT**

#### **AUDIENCE: TEACHER MATERIALS**

#### **AUDIENCE: STUDENT MATERIALS**

#### **FORMAT**

#### **ANCILLARY MATERIALS**